

Hickory Creek Elementary School

235 HICKORY CREEK TRL, Saint Johns, FL 32259

<http://www-hce.stjohns.k12.fl.us/>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

9%

Alternative/ESE Center

No

Charter School

No

Minority

12%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Provide the school's vision statement

"First we love them, then we teach them"

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Upon registration, parents complete a survey providing information about the child's family and educational background that may provide insights into the needs and culture of the students. Teachers conduct many classroom activities that allow children to connect learning and projects to their family, culture and interests. The Principal meets with parents on a regular basis and is constantly using these meetings and surveys to receive feedback in the area of understanding the make-up and needs of our school family.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school provides an Extended Day program both before and after school. Children enrolled are provided a safe, fun and supportive environment when school is not in session. Children who are not enrolled can be admitted in emergency situations so they are in a safe environment. Upon arrival and dismissal, plenty of safety patrols and adults greet everyone in the morning warmly and share the same warm good-byes in the afternoon. Routine and regular safety drills for fire, tornado, evacuation and emergencies are all practiced for the purpose of letting children know these routines and procedures are practiced. If they are ever in a true emergency, we all can remain safe.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each classroom has a list of classroom expectations for behaviors posted. These are discussed and positive and negative consequences are also displayed. Teachers manage behavior through a colored day system. Once children get to a red day, the office is involved. The administration also gets involved when students have made a choice of a serious nature. Discipline referrals are used to communicate with the administration when a child needs additional behavioral support or intervention. A team of faculty members are CPI trained and this system is used when a child begins to act in a manner which could cause direct harm to themselves or endanger the safety of others. Classroom behavioral systems are also managed and evaluated through the Marzano teacher evaluation system. Students who struggle regularly with appropriate behavior choices are brought for problem solving through the MTSS.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school guidance counselor along with a paraprofessional provides guidance lessons to all children. During these lessons children are given opportunities to talk about their concerns as well as to learn techniques for stress management, conflict resolution and positive self-esteem. During these lessons, the counselor also looks for students who may need additional support in counseling or smaller groups. Teachers may also refer students for counseling, either individually or in small groups. Additional mental health services are available for students with greater demonstrated needs as well. Guidance and counseling systems are also woven throughout the MTSS and ESE systems to support children as needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	3	2	3	3	1	13
One or more suspensions	0	1	1	0	2	2	6
Course failure in ELA or Math	1	0	0	1	0	0	2
Level 1 on statewide assessment	0	0	0	1	2	7	10

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
	5	
Students exhibiting two or more indicators	1	1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Registrar and/or Classroom Teachers will follow-up on absences that have not been given prior notice with a phone call home. Once any student reaches 5 days of absence, a letter is sent home. At 8 days absence, a conference is held with parent and principal to problem solve the barriers that are preventing regular attendance. An attendance plan is created that is targeted at the unique problems revealed in the conference. At 12 days of absence, another conference is held and the district policies regarding unexcused absences are reviewed. At 15 days of absence, the district support staff is called in for an additional meeting with parents. Truancy policies of the district are then pursued as

appropriate. Attendance reports are examined bmonthly by administration. Students with suspensions are monitored as ocured. If the suspension is a result of a pattern of behavior, a behavior plan through RTI is implemented. Students with a failure in a core subject or Level 1 on state assessments are also referred to RTI for an intervention plan and/or input for the revision of an IEP.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Hickory Creek uses the Keeping Track system and PTO web site to monitor volunteer hours (12,747 in 2012-2013) and to qualify for the Golden School Award. The school communicates current and upcoming events, educational findings, instructional insights and legislative updates through the bi-monthly Hawks Nest school newsletter, which is sent home via an email alert to all families to Our school website communicates important school-wide information on data, programs and events. Each teacher maintains an active website for parent communication and an established database of email addresses. PTO regularly communicates with all families to encourage involvement in school activities and volunteerism. Parents have access to student achievement scores, test results, attendance records, discipline, and grades online through the Home Access Center. Time is allocated each semester for teachers to conduct parent-teacher conferences. We have also implemented Principal Chats which are a one-hour discussion between parents and the principal on various school-related topics held once a month. These are also used as feedback sessions for the principal to get input from parents. We also have implemented a text system through Remind.com where parents can receive a text message on important information from school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The administration and PTO regularly visit local businesses and seek to build positive relationships with these businesses. A business partner appreciation day is held in which businesses are given VIP treatment for a day at school which highlights their contributions to our school community. Regular community service projects are held in various parts of our school community to also increase awareness and support for the needs of our school and the positive contributions our students make back to the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Groves, Bethany	Principal
Roberts, Jim	Assistant Principal
Watson, Todd	Instructional Coach
Palmer, Loretta	Guidance Counselor
Hicks, Lauren	Psychologist

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

ILC-sets up meetings, coordinates universal screener schedule, pulls Tier 1 data, facilitates meeting, contacts parents, fidelity checks, sets up tutoring schedule, provide training as needed.
School Psychologist-document meeting notes, ensures that district policies and procedures are being implemented, follow up with evaluations if necessary, write MTR report, provide feedback regarding the effectiveness of interventions.

Guidance-follows up with counseling or 504 concerns

Speech/Language Pathologist-screens students with possible language concerns

Administration-gathers consent for evaluation, participates in meetings.

Behavior Specialist-assists with writing FBA/BIPs, provides feedback pertaining to behavioral concerns.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

HCE's data-based problem-solving process begins with the identification of trends and patterns using school-wide, grade-level, classroom, and individual student data. Surveys are also given to receive input from teachers, staff, parents and students. Trends, needs, and concerns are brought to light for school-wide consideration. Each week the school-based MTSS leadership team meets with grade-level teachers, completing a schoolwide rotation every six weeks. During these meetings teachers share concerns and assist in reviewing academic and behavioral data. We also use this time to answer any questions pertaining to MTSS. The MTSS team ensures that Tier 1-related professional development is provided. If the Team determines that a child meets the criteria for a Tier 2 plan during this analysis, implementation begins. Plans include intervention strategies and progress monitoring tools. Parents are invited to the MTSS meetings to discuss their child's progress and needs.

SAI funds will be used to meet the needs of our FCAT Level 1 and 2 students, "bubble" students at all levels, Tier 1 students within the MTSS model and all students who may be identified as "at risk". These students will receive additional language arts and computer instruction building test-taking skills by use of a media paraprofessional. As students increase competence and confidence with computer skills, as well as receive extra support in writing and literacy activities on-line, the expectation is that students will be better prepared to succeed on statewide assessments, SAR funds will be used to hire a guidance paraprofessional who will support all children and specifically, children with behavioral and emotional needs with guidance lessons and structured support in appropriate social skills.

Profits from extended day funds will specifically be used to purchase a renewal site license for a 1-year subscription to IXL Math and substitute teachers to provide intensive small group instruction. The IXL Math program allows students to practice math skills daily, provides students with immediate

feedback, and allows the student to correct their mistakes while working towards mastery on grade level standards. The program also provides 37 detailed performance reports, which include data on grade-level proficiency, student weaknesses, and progress toward meeting state standards. The reports allow teachers and staff to view data trends over time, including strengths and weaknesses. As students master skills the program also includes incentives such as awards and a game feature to encourage students to continue the program. The IXL program is aligned to the 2010 NGSSS and CCSS. To provide specific and small group interventions, substitute teachers will meet with groups no larger than 6 students who've been identified as needing specific skills to reach mastery of grade level standards. The lessons will be prepared by the ILC in collaboration with the grade level teachers. Progress will be monitored, daily, bi-weekly and monthly. The utilization of substitute teachers will begin in the Spring of 2014 and continue as needed until the state assessment.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bethany Groves	Principal
Sandra Turnipseed	Teacher
Lin Biller	Education Support Employee
Mary Middelstadt	Business/Community
Lynda Wilson	Parent
Sheila Renna	Parent
Laverne Love	Teacher
Jackie Derrick	Education Support Employee
Michaeleen Chalut	Teacher
Lynne Kruse	Teacher
Jinger Tarantino	Parent
Sandra Rebeor	Parent
Michelle Strobeck	Parent
Amy Hutto	Parent
Jenn Hall	Parent
Shawn Coarsey	Parent
Sharmain Powell	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the beginning of the 14-15 school year, the plan from last year was reviewed by SAC. Data was examined to determine which goals were met and which were not met. Those goals that still represented needs for the current school year were revised and incorporated into this year's school improvement plan. Results on last year's plan were also prepared to release to the school community.

Development of this school improvement plan

In addition to parent, teacher and student responses to the spring needs assessment surveys, legislative, state and district initiatives contribute to the formation of the annual school improvement plan. A draft SIP prepared by school administrators in August is submitted to the school advisory council for review and approval in September. Recommendations are incorporated into a final version of the school improvement plan that is submitted to the school board for approval.

Preparation of the school's annual budget and plan

The annual budget was created with the leadership team in spring of 2014. The new principal reviewed and revised the budgets per current leadership team and teacher input and resubmitted in August 2014.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement monies at Hickory Creek have been allocated for the professional development of teachers, rooted in the philosophy that "schools will grow as their teachers grow". School improvement funds were also used to purchase Raz Kids which is an online reading program that supports the literacy skills of emergent readers and provides motivation needed especially with struggling readers.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Groves, Bethany	Principal
Roberts, Jim	Assistant Principal
Watson, Todd	Instructional Coach
Chalut, Michaeleen	Instructional Media
Eads, Laura	Teacher, K-12
Ford, Torrey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT this year will include facilitating training for staff on CCSS and the implications for changes to instructional practices, securing resources to increase the collection of non-fiction text at all grade levels, providing training to teachers to successfully implement curriculum maps, and providing training to teachers to effectively integrate Reading and Writing Instruction in all content areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Every Friday, our faculty meets for Friday Faculty Focus. There we complete book studies, discuss school wide mission, vision, goals and priorities as well as instructional strategies and community building. Grade level teachers have 45 minutes of common planning time four days a week. We are using the Dufour PLC process to structure that planning time through collaborative planning, formative assessment and differentiation. Teachers also have a 30 minute common lunch every day which they use to eat together and build collegiality. Finally, early release Wednesdays allows again for collaboration, planning and training on a weekly basis.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In identifying highly-qualified, effective teacher applicants, the principal considers the Gallup Teachers Insight score, undergraduate and graduate degrees, certification areas and previous employer references. During the interview process strategically designed interview questions, student growth data and teacher and administrator recommendations are used when recruiting teachers for Hickory Creek Elementary School. Only certified-in-field, Marzano Highly-Effective or Effective-rated professionals are considered for faculty openings. During the three-year period from 8/10 to 8/13, 87 percent of the faculty recruited to teach at Hickory Creek have been retained by the school. Upon hire, teachers are assigned mentors, given various opportunities for professional development and receive feedback from formal and informal observations in order to effectively transition them to the school's culture and ensure they are able to meet its highest standards and expectations.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

During their transition to Hickory Creek's culture and traditions, teachers new to HCE are assigned a mentor who will assist in on-site training on procedures and policies and acts as a resource for curriculum implementation. Mentors are selected for demonstrated expertise in their field and experience in facilitating the growth of their peers, as well as the natural relationships that emerge among colleagues. At the beginning of the school year, mentor/mentee pairs participate in a training which explains the Mentorship opportunity and expectations. Pairs are also given a checklist of items to address over the course of two weeks before meeting with administration to reflect upon their transition and identify any present needs. Throughout the school year, pairs are asked to document the time they spend collaborating. At the end of the first and second semesters, teachers are required to meet with an administrator to discuss their growth, observations, professional development, goals and upcoming evaluations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each grade level works in a PLC to understand the standards, create formative assessments, integrate the most effective instructional strategies, examine formative assessment results by grade level and then to create a plan to remediate and enrich students based on the needs. Students that struggle are provided with a variety of small group interventions including reteaching, alternate methods and concrete review. These occur in small group or one-on-one instructional sessions and continue until mastery is achieved on an assessment. Review continues periodically as needed in centers as well.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

The before- and after-school program extended day program offers K-6 enrolled students a variety of enrichment activities including homework assistance, independent reading for pleasure, interactive games and play, and structured cross-curricular activities. Students may also participate in after school group musical and choral instruction. In addition, students in the after-school program may enroll in activities conducted by outside vendors such as drawing/painting, foreign language instruction, and dance study.

Strategy Rationale

Rather than just provide supervision for students whose parents are working, we can use the time to remediate students who are struggling, provide homework and tutoring support for students who need review and enrich the students who are ready for more.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Groves, Bethany, bethany.groves@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

An open line of communication is maintained between the extended day coordinator and participating families for the purpose of identifying and addressing concerns. Teachers and extended day staff collaborate to best meet the needs of students in the program. The extended day staff and teachers communicate to monitor progress of individual students. The Coordinator of the Extended Day program also meets regularly with the principal to review progress and needs of the program and students.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Prekindergarten students who have been identified by the district's referral process are found eligible for prekindergarten studies offered at specific locations. These students transition to Hickory Creek Elementary School and are monitored for performance and achievement compared to their peers using the MTSS model. Prekindergarten students who require speech or language therapy are able to access walk-in therapy sessions at our location during the school year. All K-2 students are monitored to ensure success at the same rate of their peers. If students begin to struggle academically, socially or behaviorally, they are referred to the MTSS team in order to begin interventions and monitor progress. Out-going 5th grade students are supported through transition meeting involving ESE or gifted support staff for students that need. Other students with unique needs are highlighted to administration in order to make sure they each receive the support and/or accommodations as they transition to middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS, with an emphasis on the curricular and instructional shifts in math.
- G2.** Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.
- G3.** All students at Hickory Creek will participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS, with an emphasis on the curricular and instructional shifts in math. 1a

G036231

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	91.0

Resources Available to Support the Goal 2

- District developed curriculum maps, content area cadres, supplemental nonfiction reading materials and district and school based professional development opportunities in the areas of the following: curriculum maps, C-Palms, MFAs, Complex Text, Close Reading, ELA integrations, designing rubrics and scales, scientific method and inquiry model, technology integration, book studies, PLC resources and data-driven decision making,

Targeted Barriers to Achieving the Goal 3

- Time needed to collaborate as grade level teachers to understand the standards, discuss most effective teaching strategies, to find appropriate resources to instruct and assess the standards, to formally assess student progress and then to set plans for remediation and enrichment in order to support grade level mastery for all.

Plan to Monitor Progress Toward G1. 8

Grade Level PLC notes and attendance logs collected weekly, student data collected

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increased percentage of students mastering grade level standards as seen through MFAs and on the FSA

G2. Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.

1a

G036232

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	70.0

Resources Available to Support the Goal 2

- Marzano's Art and Science of Teaching, District and School based professional development targeting use of learning goals and scales, Peer Evaluator, EEE tool, Marzano Research Library, C-Palms, District developed curriculum maps

Targeted Barriers to Achieving the Goal 3

- Teachers are still working toward a deeper understanding of the CCSS and the complexity of changes to instruction.

Plan to Monitor Progress Toward G2. 8

observe teachers learning goals becoming more specific, clearly stated, and referred to during a lesson; as well as rubrics and scales will be directly aligned to specific learning goals.

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Each learning goal will be based on a grade appropriate standard and accompanied by a scale or rubric which identifies what students must do or be able to know in order to reach a certain level on the scale towards mastery.

G3. All students at Hickory Creek will participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program.

1a

G036233

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	95.0

Resources Available to Support the Goal 2

- Guidance Counselor and Guidance lessons, PTO service projects and parent support, Volunteers
- School-wide initiatives and service projects, classroom projects

Targeted Barriers to Achieving the Goal 3

- Some students are unaware of how their behavior can positively impact community problems.
- Some students have not been challenged with the opportunity to positively identify problems in their community and initiate behavior that can make a positive impact.

Plan to Monitor Progress Toward G3. 8

Students will generate ideas, contribute to service learning activities, and transfer character traits to classmates and teachers resulting in fewer students with discipline referrals

Person Responsible

Jim Roberts

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students will generate ideas for service projects, participation will increase, fewer discipline referrals

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS, with an emphasis on the curricular and instructional shifts in math. **1**

 G036231

G1.B1 Time needed to collaborate as grade level teachers to understand the standards, discuss most effective teaching strategies, to find appropriate resources to instruct and assess the standards, to formally assess student progress and then to set plans for remediation and enrichment in order to support grade level mastery for all. **2**

 B086744

G1.B1.S1 Lunch and resource schedules have been created to ensure teachers within grade levels are given time to collaborate (4 hours/week). Two early release Wednesday per month have been reserved for teacher team or individual planning (3 hours/month). One Wednesday per six weeks is designed for all students in a grade level to attend Music, Art, Physical Education and Technology while teachers meet with administration, RTI and ILC to collaborate, plan, monitor student progress, receive PD and plan as a team (4 hours/6 weeks). PD opportunities have also been designed to focus on implementing the curriculum maps. **4**

 S097442

Strategy Rationale

If the systems of the school can be structured to provide common planning time, teachers will use this to research, discuss, implement and assess effective learning processes.

Action Step 1 **5**

Create common planning time for teachers four days a week which will require some creative problem solving with the resource wheel.

Person Responsible

Bethany Groves

Schedule

On 8/18/2014

Evidence of Completion

A resource schedule which allows for common planning time, grade level PLC logs demonstrating the use of common planning time to address instruction.

Action Step 2 5

Provide adequate PD on the new math curriculum maps and the training required to implement and effectively use these maps.

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance logs, PLC grade level notes and attendance logs, observation of teachers using CPalms and MFAs, and data sheets demonstrating student results of MFAs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

adherence to agendas, schedules and timelines, teacher resources during instruction will reflect in increased awareness of the standards and implications for instruction, such as an increased use of MFAs and CPalms, PLC notes and data

Person Responsible

Bethany Groves

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

student achievement growth on MFAs DE assessment and FSA, teacher awarded in-service points and highly effective ratings on teacher classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student Achievement data will show growth at a trend comparable to their peers and at target for at least a year's growth and mastery of grade level standards. Teacher observations will indicate use of curriculum maps to design learning goals and tasks.

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student will reach mastery of grade level targets and/or make at least one year's growth. 75% of teachers will receive a highly effective rating on their summative evaluation.

G1.B1.S2 Friday Faculty Focus, a 30 minute faculty study time every week, will meet to support the philosophy of true PLCs, build a culture whose common focus is effective instruction and to troubleshoot concerns. 4

 S127823

Strategy Rationale

Hickory's faculty has a high level of collegiality, but has not been provided the opportunity to develop a common understanding of how instructional PLCs function in terms of supporting the learning environment.

Action Step 1 5

Conduct Friday Faculty Focus times when teachers study PLC process, other PD books that support the instructional process and defining a collective instructional culture.

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Attendance logs of meetings, notes of meetings and evidence of successful grade level PLCs, school mission, vision, values and goals created.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance logs will be kept along with reflections by teachers in Deliberate Practice Plans as it relates to the PLC process, growing common instructional culture.

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance Logs and Teacher Reflections

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Friday focus attendance logs, reflections in DPGP, outcomes of mission, vision, goals and priorities

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

more positive faculty responses on survey about communication, purpose and community, effectiveness of PLCs

G2. Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction. 1

G036232

G2.B1 Teachers are still working toward a deeper understanding of the CCSS and the complexity of changes to instruction. 2

B086746

G2.B1.S1 To provide a variety of professional development opportunities for teachers to deepen their understanding of CCSS and how CCSS is driving change to instructional practices. 4

S097443

Strategy Rationale

As teachers increase in their understanding of the importance and inter-relatedness of learning goals, scales, instruction, assessment, and remediation, they will implement effective learning goals and scales with a greater sense of fidelity and accuracy.

Action Step 1 5

Professional Development schedule that reflects scheduled and flexible time for teachers to work on learning goals and scales together.

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Minutes and attendance logs from sessions.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

A PD calendar for the year with a focus on CCSS has been developed. Prior to each session an agenda will be reviewed, during each session observations of participation and engagement will be monitored, after each session feedback will be given from participants and observations of classroom instruction.

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher observations should indicate implementation of newly developed skills/strategies.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Learning goals and scales will reflect a deepened understanding of the CCSS and what students must be able to do or understand in order to master the standard.

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Within the lesson the teacher will refer to a clearly stated learning goal which is aligned to the appropriate grade level standard and is accompanied by a scale or rubric which identifies student performance criteria to reach mastery.

G3. All students at Hickory Creek will participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program. 1

 G036233

G3.B2 Some students are unaware of how their behavior can positively impact community problems. 2

 B086748

G3.B2.S1 School-wide programs will be initiated to encourage classroom discussions on service projects and needs of others and to encourage participation and personal connections between those needs and students 4

 S097446

Strategy Rationale

School-wide programs at an elementary level are more likely to provide access points and enthusiasm that encourage discussion and participation on a student level.

Action Step 1 5

School-wide service projects will be initiated for students and teachers to explore and support

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

classroom logs of student participation, results of service projects in newspaper articles and photos

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

collect classroom participation logs and reflections of service learning discussions in classrooms

Person Responsible

Jim Roberts

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

increase in number of students that contribute to service projects

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor participation logs in service projects

Person Responsible

Jim Roberts

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

logs indicating most students participating in service projects

G3.B2.S2 Kindergarten students will adopt residents from Legacy @ St. Johns Assisted Living Community to act as reading buddies and mentors. 4

 S130970

Strategy Rationale

These residents can read to our kindergarten students and listen to them read; providing reading reinforcement to our students and building compassion by providing companionship for the residents.

Action Step 1 5

Kindergarten classes will go on a reading field trip to Legacy for reading, mentoring and community service

Person Responsible

Bethany Groves

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Kindergarten reflections, attendance logs, increase in reading achievement for Kindergarteners

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Teachers will complete reflection logs of experience, kindergarten Reading data monitored

Person Responsible

Jim Roberts

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

reflection logs, K data for reading

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Teachers will reflect on engagement level of Kindergarteners, parent and mentor surveys

Person Responsible

Jim Roberts

Schedule

Annually, from 10/1/2014 to 5/29/2015

Evidence of Completion

engagement logs, positive survey results indicating increase in caring or positive feedback from students and mentors

G3.B3 Some students have not been challenged with the opportunity to positively identify problems in their community and initiate behavior that can make a positive impact. 2

 B086749

G3.B3.S1 Guidance counselor will conduct regular lessons that help build students' general capacity for kindness, compassion, and empathy as well as discuss the various school-wide service projects and how students can connect with them. 4

 S097447

Strategy Rationale

If students are regularly confronted with the ideas of kindness, empathy, and compassion and situations in which those traits should be applied, students will become more aware and motivated to practice those character traits.

Action Step 1 5

Guidance lessons will be presented to classes on a regular basis that address character traits of kindness, compassion and empathy

Person Responsible

Loretta Palmer

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

A guidance schedule is evident along with lessons observed

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

EEE observations of guidance presentations and instruction, survey results analyzed, Principal-Guidance Conference

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

EEE compliance report, Evaluative Conference

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Guidance lesson observations and fewer students with discipline referrals to office, increase in service learning participation

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Guidance lesson observations, number of students with discipline referrals, increase in service participation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Create common planning time for teachers four days a week which will require some creative problem solving with the resource wheel.	Groves, Bethany	8/18/2014	A resource schedule which allows for common planning time, grade level PLC logs demonstrating the use of common planning time to address instruction.	8/18/2014 one-time
G2.B1.S1.A1	Professional Development schedule that reflects scheduled and flexible time for teachers to work on learning goals and scales together.	Groves, Bethany	8/18/2014	Minutes and attendance logs from sessions.	5/29/2015 monthly
G3.B2.S1.A1	School-wide service projects will be initiated for students and teachers to explore and support	Groves, Bethany	8/18/2014	classroom logs of student participation, results of service projects in newspaper articles and photos	5/29/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1	Guidance lessons will be presented to classes on a regular basis that address character traits of kindness, compassion and empathy	Palmer, Loretta	8/18/2014	A guidance schedule is evident along with lessons observed	5/29/2015 weekly
G1.B1.S2.A1	Conduct Friday Faculty Focus times when teachers study PLC process, other PD books that support the instructional process and defining a collective instructional culture.	Groves, Bethany	8/22/2014	Attendance logs of meetings, notes of meetings and evidence of successful grade level PLCs, school mission, vision, values and goals created.	5/29/2015 weekly
G3.B2.S2.A1	Kindergarten classes will go on a reading field trip to Legacy for reading, mentoring and community service	Groves, Bethany	10/1/2014	Kindergarten reflections, attendance logs, increase in reading achievement for Kindergarteners	5/29/2015 quarterly
G1.B1.S1.A2	Provide adequate PD on the new math curriculum maps and the training required to implement and effectively use these maps.	Groves, Bethany	8/18/2014	Attendance logs, PLC grade level notes and attendance logs, observation of teachers using CPalms and MFAs, and data sheets demonstrating student results of MFAs.	6/3/2015 quarterly
G1.MA1	Grade Level PLC notes and attendance logs collected weekly, student data collected	Groves, Bethany	8/18/2014	Increased percentage of students mastering grade level standards as seen through MFAs and on the FSA	5/29/2015 weekly
G1.B1.S1.MA1	Student Achievement data will show growth at a trend comparable to their peers and at target for at least a year's growth and mastery of grade level standards. Teacher observations will indicate use of curriculum maps to design learning goals and tasks.	Groves, Bethany	8/18/2014	Student will reach mastery of grade level targets and/or make at least one year's growth. 75% of teachers will receive a highly effective rating on their summative evaluation.	5/29/2015 quarterly
G1.B1.S1.MA1	adherence to agendas, schedules and timelines, teacher resources during instruction will reflect in increased awareness of the standards and implications for instruction, such as an increased use of MFAs and CPalms, PLC notes and data	Groves, Bethany	8/18/2014	student achievement growth on MFAs DE assessment and FSA, teacher awarded in-service points and highly effective ratings on teacher classroom observations.	5/29/2015 every-6-weeks
G1.B1.S2.MA1	Friday focus attendance logs, reflections in DPGP, outcomes of mission, vision, goals and priorities	Groves, Bethany	8/18/2014	more positive faculty responses on survey about communication, purpose and community, effectiveness of PLCs	5/29/2015 weekly
G1.B1.S2.MA1	Attendance logs will be kept along with reflections by teachers in Deliberate Practice Plans as it relates to the PLC process, growing common instructional culture.	Groves, Bethany	8/18/2014	Attendance Logs and Teacher Reflections	5/29/2015 weekly
G2.MA1	observe teachers learning goals becoming more specific, clearly stated, and referred to during a lesson; as well as rubrics and scales will be directly aligned to specific learning goals.	Groves, Bethany	8/18/2014	Each learning goal will be based on a grade appropriate standard and accompanied by a scale or rubric which identifies what students must do or be able to know in order to reach a certain level on the scale towards mastery.	5/29/2015 quarterly
G2.B1.S1.MA1	Learning goals and scales will reflect a deepened understanding of the CCSS and what students must be able to do or understand in order to master the standard.	Groves, Bethany	8/18/2014	Within the lesson the teacher will refer to a clearly stated learning goal which is aligned to the appropriate grade level standard and is accompanied by a scale or rubric which identifies student performance criteria to reach mastery.	5/29/2015 quarterly
G2.B1.S1.MA1	A PD calendar for the year with a focus on CCSS has been developed. Prior to each session an agenda will be reviewed, during each session observations of participation and engagement will be monitored, after each session feedback will be given	Groves, Bethany	8/18/2014	Teacher observations should indicate implementation of newly developed skills/strategies.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	from participants and observations of classroom instruction.				
G3.MA1	Students will generate ideas, contribute to service learning activities, and transfer character traits to classmates and teachers resulting in fewer students with discipline referrals	Roberts, Jim	8/18/2014	Students will generate ideas for service projects, participation will increase, fewer discipline referrals	5/29/2015 quarterly
G3.B2.S1.MA1	Monitor participation logs in service projects	Roberts, Jim	8/18/2014	logs indicating most students participating in service projects	5/29/2015 quarterly
G3.B2.S1.MA1	collect classroom participation logs and reflections of service learning discussions in classrooms	Roberts, Jim	8/18/2014	increase in number of students that contribute to service projects	5/29/2015 quarterly
G3.B3.S1.MA1	Guidance lesson observations and fewer students with discipline referrals to office, increase in service learning participation	Groves, Bethany	8/18/2014	Guidance lesson observations, number of students with discipline referrals, increase in service participation	5/29/2015 quarterly
G3.B3.S1.MA1	EEE observations of guidance presentations and instruction, survey results analyzed, Principal-Guidance Conference	Groves, Bethany	8/18/2014	EEE compliance report, Evaluative Conference	5/29/2015 quarterly
G3.B2.S2.MA1	Teachers will reflect on engagement level of Kindergarteners, parent and mentor surveys	Roberts, Jim	10/1/2014	engagement logs, positive survey results indicating increase in caring or positive feedback from students and mentors	5/29/2015 annually
G3.B2.S2.MA1	Teachers will complete reflection logs of experience, kindergarten Reading data monitored	Roberts, Jim	10/1/2014	reflection logs, K data for reading	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS, with an emphasis on the curricular and instructional shifts in math.

G1.B1 Time needed to collaborate as grade level teachers to understand the standards, discuss most effective teaching strategies, to find appropriate resources to instruct and assess the standards, to formally assess student progress and then to set plans for remediation and enrichment in order to support grade level mastery for all.

G1.B1.S1 Lunch and resource schedules have been created to ensure teachers within grade levels are given time to collaborate (4 hours/week). Two early release Wednesday per month have been reserved for teacher team or individual planning (3 hours/month). One Wednesday per six weeks is designed for all students in a grade level to attend Music, Art, Physical Education and Technology while teachers meet with administration, RTI and ILC to collaborate, plan, monitor student progress, receive PD and plan as a team (4 hours/6 weeks). PD opportunities have also been designed to focus on implementing the curriculum maps.

PD Opportunity 1

Create common planning time for teachers four days a week which will require some creative problem solving with the resource wheel.

Facilitator

Bethany Groves, Principal Jim Roberts, Assistant Principal

Participants

Resource and classroom teachers

Schedule

On 8/18/2014

PD Opportunity 2

Provide adequate PD on the new math curriculum maps and the training required to implement and effectively use these maps.

Facilitator

Bethany Groves, Principal Donna Frank, Elementary Math Curriculum Specialist

Participants

Classroom Teachers

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

G1.B1.S2 Friday Faculty Focus, a 30 minute faculty study time every week, will meet to support the philosophy of true PLCs, build a culture whose common focus is effective instruction and to troubleshoot concerns.

PD Opportunity 1

Conduct Friday Faculty Focus times when teachers study PLC process, other PD books that support the instructional process and defining a collective instructional culture.

Facilitator

Bethany Groves, Principal Jim Roberts, Assistant Principal Instructional Literacy Coach

Participants

School Faculty

Schedule

Weekly, from 8/22/2014 to 5/29/2015

G2. Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.

G2.B1 Teachers are still working toward a deeper understanding of the CCSS and the complexity of changes to instruction.

G2.B1.S1 To provide a variety of professional development opportunities for teachers to deepen their understanding of CCSS and how CCSS is driving change to instructional practices.

PD Opportunity 1

Professional Development schedule that reflects scheduled and flexible time for teachers to work on learning goals and scales together.

Facilitator

Bethany Groves, Principal Jim Roberts, Assistant Principal ILC Peer Evaluator

Participants

Certified teaching staff

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS, with an emphasis on the curricular and instructional shifts in math.	49,000
Goal 2: Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.	3,000
Goal 3: All students at Hickory Creek will participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program.	700
Grand Total	52,700

Goal 1: Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS, with an emphasis on the curricular and instructional shifts in math.

Description	Source	Total
B1.S1.A1 - SAI Funds to get paraprofessional that works with the Media Specialist to provide literacy and computer instruction for students allowing another class to meet on the resource wheel at the same time.	Other	20,000
B1.S1.A1 - SAR Funds to get paraprofessional that works with the Guidance Counselor to provide character, problem solving, positive behavior choice and de-stress instruction for students allowing another class to meet on the resource wheel at the same time.	Other	20,000
B1.S2.A1 - Books for Book Study will be purchased for the staff starting with "Learning By Doing".	School Improvement Funds	9,000
Total Goal 1		49,000

Goal 2: Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.

Description	Source	Total
B1.S1.A1 - Teachers will be offered stipends to work as a grade level during off-time to collaborate on effective learning goals and scales.	School Improvement Funds	3,000
Total Goal 2		3,000

Goal 3: All students at Hickory Creek will participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program.

Description	Source	Total
B3.S1.A1 - Supply money will be used to purchase curriculum for guidance	General Fund	700
Total Goal 3		700